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ABSTRACT

The middle school grades are a period of transition: a time in the formal educational process when immature children develop into young adolescents who are better prepared for the rigors of higher education and life itself. In order to help children master the sophisticated social studies concepts and skills necessary for higher secondary education and effective citizen participation, the K-12 social studies curriculum must be continuously integrated and sequential. The social studies teach understandings, attitudes, and skills which are related to each other and general skills that are the tools to learning. Middle school students should learn by applying Jerome Bruner's model of: acquisition of new information; transformation of information; and evaluation of information. Since students in the typical middle school classroom frequently show a broad range of distinctive learning styles and ability, appropriate adjustments in instruction must be an integral part of curriculum design. This document includes two sample curriculum designs. (CFR)

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THE SOCIAL STUDIES CURRICULUM AND MIDDLE SCHOOL EDUCATION IN AMERICA

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SO017031

MARCH 1986

ABOUT THE AUTHOR

Richard Peters has been involved with middle school education,since 1965,when he was a classroom teacher of social studies and general science; grades 5-8.

Dr. Peters has also been involved with middle school education in the following capacities: ESEA Title III project curriculum designer (7-9); social studies curriculum coordinator (K-12); administrator/director of an NIE-funded EXPERIMENTAL SCHOOLS project (K-12); chairman of an LPG for minimum competencies/accountability in English Language Arts, mathematics, and social studies (4/8/11); and global education curriculum designer for GLOBAL HORIZONS (K-12). Dr. Peters is also active in K-12 teacher inservice training.

Dr. Peters is a member of Delta Tau Kappa, Alpha Kappa Delta, and the National Council for the Social Studies. He has served on four different NCSS national advisory committees since 1971. He is also the recipient of a Meritorious Teacher award from the National Council for Geographic Education, and a summer seminar grant from the Fulbright Foundation (USDE) to study culture/history in India.

Selected publications in the fields of social studies, administration/supervision, and teacher inservice include:

"Models of Curriculum Development in the Social Studies," Maine State Department of Education Bulletin October 1971

"The Social Studies Curriculum Specialist," Social Studies Supervisors Association Newsletter March 1973

HOW TO TEACH ABOUT HUMAN BEINGS AND THEIR ENVIRONMENT National Council for the Social Studies How To Do It Series (#28) 1976

CLASSROOM OBSERVATION CRITERIA AND TECHNIQUES
ERIC ED 121 790 1976

THE PROCESS OF CHANGING AND PLANNING THE SCHOOL CURRICULUM IN RURAL SYSTEMS
ERIC ED 125 839 1976

"Inservice Training," The Common June 1977

THE COMMUNITY-BASED SCHOOL AND COMMUNITY-ORIENTED TEACHERS
ERIC ED 138 572 1977

"Teacher Inservice Training and Student Learning," Rural/Regional Education News May-June 1978

A BASIC SKILLS-BASED CURRICULUM FOR STUDENT LEARNING
ERIC ED 148 814 1978

"Putting GLOBAL 2000 To Work In The School Curriculum," Environmental Education Report January 1981

CURRICULUM MODELS, STAFF DEVELOPMENT MODELS, AND MORE MODELS: STRATEGIES TO IMPROVE ACCOUNTABILITY IN THE INSTRUCTIONAL PROCESS
ERIC ED 199 836 1981

"Proactive Students in Global Education," The Social Studies Teacher March-April 1982

"The Role of the Social Studies Supervisor in Global Education Curriculum Development," Social Studies Supervisors Association Newsletter January 1983

"The ECO/SOCIAL Approach to Global Education in the Social Studies Curriculum: K-12," Southern Social Studies Quarterly Spring 1984

"Establishing Minimum Competencies in the Social Studies Curriculum," Social Studies Supervisors Association Newsletter Spring 1984

THE TEACHER ENRICHMENT/AWARENESS CURRICULUM HIERARCHY (TEACH) MODEL FOR TEACHER INSERVICE TRAINING AND PROFESSIONAL GROWTH
ERIC ED 251 336 1984

INTRODUCTION

The middle grades are a period of transition; a point-in-time in the formal education process when immature children develop into young adolescents ... better prepared for the rigors of higher secondary education and life itself. During this period, children mature emotionally, intellectually, and socially, and are equipped to deal with the abstract world as well as the concrete.

When does this transition begin? When does it end? Where, along the continuum of lifelong learning, is it that children mature sufficiently to deal with, and master, sophisticated social studies concepts/ content/skills?

School systems define the transition period in many different ways, e.g., goals and objectives, activities and experiences, curriculum guides, and grade clusters. SEE APPENDIX I

Irregardless of the grade cluster scheme, the social studies curriculum should be continuous/ integrated/sequential; Kindergarten through Grade Twelve.

An on-going learning/applying/refining process requires:

long term/short term [1] goals and objectives;

long term/short term concepts, content, skills development and refinement.

Even though grade clusters exist, the K-12 curriculum must treat the entire process of formal education as a continuum. The differentiations between elementary/middle/secondary grades are noted but each cluster overlaps with the others to guarantee a harmonious flow of activities, experiences, and knowledge.

SEE APPENDIX II

For purposes of this discourse, <u>the MIDDLE GRADES are four through eight</u>; the nine through thirteen age group. This age group transition from juvenile to young adolescent is compatible with Piaget's [2] conceptual framework of concrete and formal operations.

SEE APPENDIX III

EDUCATION: The Process of Learning

One of the primary functions of education is to challenge students to develop the rationale and the insights necessary for making significant decisions. [3]

Dewey noted that the purpose of school education is to insure the continuance of education by organizing the powers that insure growth; education means the enterprise of supplying the conditions which insure growth. The criterion of the value of school education is the extent in which it creates a desire for continued growth and supplies means for making the desire effective in fact. [4]

Learning is a continuous process from birth. The teacher's task is to provide an environment and opportunities which are sufficiently challenging ... yet not so difficult as to be outside the reach of students. [5]

The task of teaching a subject to a child at any particular age is one of representing the STRUCTURE in terms of the child's way of viewing things. [6]

Every educational situation is unique. Classroom groups each write their own history. The experience

of each pupil in the classroom is in some way different from that of every other pupil. The same classroom may, for different pupils, be deadly, exciting, boring, challenging, important, stupid, fearful, ego-building. [7]

THE SOCIAL STUDIES

While education in any social order arises out of the need to perpetuate that society, to provide continuity in its ways of thinking-doing-behaving, to reinforce its value structure, and to establish conformity to those norms that it sees as consequential and sustaining, it must insure its viability in a changing, demanding, and challenging modern world setting. [8]

Citizen participation in public life is essential to the health of our democratic system. Effective social studies programs help prepare young people who can identify, understand, and work to solve problems that face our increasingly diverse nation and interdependent world. Students need knowledge of the world at large and the world at hand, the world of individuals and the world of institutions, the world past, the world present and future. Social studies programs which combine the acquisition of knowledge and skills with an understanding of the application of democratic beliefs to life through practice at social participation represent an ideal standard. [9]

The social studies disciplines deal with the study

of human relationships in a variety of settings. They contribute to goals of education in several fundamental ways:

1. Students gain self-realization through experiences that foster each individual's growth in knowledge, skills, and personal values.

2. Students better understand human relationships through multicultural and ethnic studies, the study of various cultures, the development of interpersonal skills, and analysis of intergroup problems.

3. Students develop civic responsibility through learning activities in and out of school; they learn the concepts and main ideas of government and the legal rights of individuals; and they develop thinking and valuing processes that help them to deal with issues and make decisions.

4. Students gain in economic competence as they explore concepts, attitudes, and skills related to good workmanship, career awareness, contributions of different workers, and use of resources.

5. The social studies sharpen thinking ability through learning activities that involve students in critical and creative thinking and in decision-making activities.

6. Students learn how to learn as they apply reading, study, and other skills; as they engage in independent study activities that emphasize self-direction and self-evaluation; and as they progressively develop the ability to use models of inquiry and processes of thinking. [10]

The social studies teach understandings, attitudes, and skills which are related to one another. The skills are the tools of learning; taught developmentally ... from simple to the more complex. They involve cognitive processes ... not to be mastered at once. Students are always progressing toward more mature variations of basic skills previously learned.

1. Skills are developed through systematic instruction.

2. Practice is an essential of skills development.

3. Students must know when they are making progress in acquiring skills.

4. Skills are learned by individuals.

5. Some skills-teaching should be deferred until students are ready to learn the skills involved.

6. The teacher promotes growth in skills by knowing where the students are and plans instruction from that point. [11]

THE TRANSITION CLUSTER: Middle Grades

In the primary schools, one of the most important responsibilities of teachers is to help children to see order and pattern in experience. Rigid division of the curriculum into subjects tends to interrupt children's trains-of-thought and of interest, and to hinder them from realizing the common elements in problem solving. [12]

The stages of the child's intellectual development have broad implications for the curriculum and instruction. [13]

At each stage of development, the child has a characteristic way of viewing the world and explaining it to himself. The task of teaching social studies is one of representing the structure of the subject in terms of the child's way of viewing things. [14]

Any instructional activity produces multiple learnings. [15]

Bruner has stated that learning a subject involves three almost simultaneous processes:

1. Acquisition of new information; adding or replacing knowledge.

2. Transformation of information; manipulate knowledge to fit new tasks.

3. Evaluation of information; checking to see that if the way we manipulate knowledge is adequate to the task.

The bridge between childhood and maturity does not end at the completion of preschool age. The fostering of factual knowledge and the development of acute intellectual powers should be the on-going goal. [16]

Students in the typical classroom show a broad range of distinctive learning styles. These must be recognized, and appropriate adjustments in instruction must be made to help students improve their learning skills. In the beginning grades (K-2), concepts and skills are developed concretely in daily experiences. In the middle grades, basic concepts and skills are reinforced and more-sophisticated ones are introduced. In grades 7-8, there should be considerable review and additional instruction [17] involving higher level cognitive and affective activities.

Students approach subjects differently, they work best in particular kinds of social organizations, they differ greatly in the kinds and amounts of instructions

they need in order to work effectively, and they differ in the amount of knowledge and experience they can bring to a task. [18] These characteristics of individual differences are not only true from grade-to-grade within a given grade cluster, but are also true when students progress from one grade cluster to another.

Two characteristics of youth in the middle grades are their capacity for acquiring and retaining knowledge (ages 7-14), and their strong need to find avenues of self-esteem.

Students can develop their skills when the level of abstraction in the content is reduced to the level they can handle, or when sufficient time and practice go to raising the level of abstraction they can handle. In the primary grades, children need opportunities to manipulate concrete objects and events. Middle grade children are well into the stage of concrete operations and require opportunities for concrete manipulation of objects, events, and conditions. During the middle grades, students undergo a transition to the formal thought stage; concepts and generalizations can be abstracted from concrete experiences. Children in the middle grades are probably less able than older students to clarify the relations between value issues

specific to particular situations and larger, more abstract value conflicts. The primary and middle grade years probably require more controlled decision making than would be necessary in senior high school. [19]

Teachers for Kindergarten and the first three grades must be prepared as generalists capable of handling all the subjects appropriate for these early childhood years. [20]

Instruction in middle and upper grades should be planned to increase children's depth and breadth of understanding. [21]

Because of the variety of patterns of classroom organization likely to be encountered in grades four through six, the teacher for these grades should have familiarity with a variety of subjects. The teacher of these grades should also possess depth in a single subject or combination of related subjects. [22] In the social studies field, a classroom teacher should have content background in all of the basic courses-of-study: anthropology, economics, history, geography, political science, psychology, and sociology.

The typical junior high school cluster (grades 7-8) have remained somewhat of a mystery in the formal education process. Seldom are teachers specifically trained for these grades; rather they are prepared in

the grades 7-12 secondary education block. The unique emotional, intellectual, and social traits of pre-teen age students are often lost or overlooked in the process of teacher preservice training. Many times teachers of grades 7-8 are those who could not find suitable employment in grades 9-12, and accept positions in the lower secondary grades, and are considered qualified, simply because they are certified in secondary education. Thus, classroom management styles, codes of conduct, learning activities and experiences, and teacher expectations of junior high school students are carbon copies of teacher attitudes/behaviors found in the high school environment. Instead of tailoring subject matter concepts/content/skills (and related learning experiences) to the maturation level of junior high school students, the students are intellectually and socially molded to accommodate watered-down versions of high school curricula. Instead of junior high school years having an identity of their own, they are most-often a time for high school preparation. Students are assigned to several subject matter specialists, travel from classroom-to-classroom for diverse instruction, are assigned locker space and locker partners, and are scheduled for at least one study hall.

TEACHING MIDDLE GRADE STUDENTS

As stated previously, students approach subjects differently and they do work best in particular kinds of social organizations. All groups have a psyche structure. It is oriented to personal psyche needs of individuals. It is a structure for seeking comfort and reassurance. It is also interactive. [23] Certainly anti-social, culturally deprived, and talented children approach learning situations differently; emotionally, intellectually, and socially. With such a classroom mix, compounded by intrinsic drives for self-esteem and identity, the middle grades teacher is confronted with volatile social situations in the classroom; situations that could negatively affect the quality of instruction and learning as well as subject matter-related skills development.

As children mature diverse interests develop, the world opens up. Schoolwork is only a part of the quickened life of the growing child. The continuity of learning that is produced by the transfer of principles (from one learning situation to others)is dependent upon mastery of the structure of the social studies. The more fundamental or basic the idea learned, the greater its applicability to new problems. Designing curricula in a way that reflects the basic structure of

the social studies requires the most fundamental understanding of the field [24] by teachers, curriculum coordinators, and supervisors.

From KNOWLEDGE - through ANALYSIS - to EVALUATION, formal education in the cognitive domain is a progression of complex abilities/skills with which students must interact, master, apply, and refine.

6.0 EVALUATION. The ability to judge the value of material for a given purpose.

5.0 SYNTHESIS. The ability to put parts of information together to form a new whole.

4.0 ANALYSIS. The ability to break down material into its component parts.

3.0 APPLICATION. The ability to use learned material in new and concrete situations.

2.0 COMPREHENSION. The ability to grasp the meaning of material; to translate material from one form to another.

1.0 **KNOWLEDGE**. The remembering (recall) of previously learned material. [25]

This leveled scheme takes into account the maturation level(s) of students, and establishes the foundation for sequential education which acknowledges or recognizes differences among age/grade groups.

According to Bruner, if earlier learning is to render later learning easier, it must do so by providing a general picture in terms of which the relations between things encountered earlier and later are made as clear as possible. By constantly reexamining material taught in elementary school for its fundamental character, the (middle grades) student begins to narrow the gap between advanced knowledge and elementary knowledge. The first requirement for group investigation is a teachable group. Within the typical middle grades classroom group, each student is changed by the group. Conditioning occurs when each student conforms to/is affected by group norms. The individual also learns the group; comes to know the character and functions of the group.

Each student also experiences educative learning; the acquisition of concepts/content/skills. Teaching specific topics or skills without making clear their context in the broader fundamental structure of the social studies is uneconomical. It is exceedingly difficult for students to generalize from what has been learned to what will be encountered later; learning that has fallen short of a group of general principles has little reward for the learner; and knowledge acquired without sufficient structure to tie it together is knowledge that is likely to be forgotten.

Most elementary students are at the preconventional level of moral development, and most secondary students are at the preconventional and conventional levels of moral development.[26] Middle grade students are to be found somewhere between these extremes.

Attention must be given to the educational backgrounds and growth characteristics of students for whom activities and units of instruction are intended. For example, in the early grades map-making experiences should be realistic and concrete. In the middle grades, these activities can take on a more-abstract character with the making of maps of distant/remote lands.

In the primary grades, raised relief globes that clearly show land and water features as well as simplified merged-color beginner's globes are recommended. In the middle and upper grades, physical-political globes that clearly show main surface features can be used. Regarding critical reading skills development, to understand reading materials students must have the ability to interpret the meanings of statements, define terms, interpret pictures/maps/graphs/charts. These are abilities and skills that can only come from age and experience.[27] Thus, it becomes critically important that teachers give consideration to the maturity of the group and plan activities/experiences which build upon previously acquired knowledge/skills, and are realistically challenging and rewarding to the individual student.

END NOTES

1

Long Term. Multi-grade/multi-year/distant.

Short Term. Grade-by-grade/immediate.

2

Intelligence (adaptive thinking and action) develops in a sequence of stages that is related to age. Each stage sees the elaboration of new mental abilities which set the limits and determine the character of what can be learned during that period.

0-2 years.	Development of intelligence; sensory-motor period.
2-7 years.	Preoperational stage; symbols have meaning.
7-11 years.	Concrete operations; thinking.
12-15 years.	Formal operations; construct ideals, reason realistically.

3

Sheldon Stoff and Herbert Schwartzberg. The Human Encounter: Readings in Education (New York: Harper and Row, Publishers, 1969).

4

John Dewey. Democracy and Education (New York: The Macmillan Company, 1916).

5

Central Advisory Council for Education. Children and Their Primary Schools (London: Her Majesty's Stationery Office, 1967).

6 Jerome S. Bruner. The Process of Education (Cambridge: Harvard University Press, 1962).

7 Herbert A. Thelen. Education and the Human Quest (New York: Harper and Brothers, 1960).

8 Stoff and Schwartzberg.

9 National Council for the Social Studies, 1980.

10 John U. Michaelis. Social Studies for Children (Englewood Cliffs: Prentice-Hall, Inc., 1980).

11 John R. O'Connor and Robert M. Goldberg. Unlocking Social Studies Skills: Teaching Guide (New York: Globe Book Company, 1985).

Discussion of graph, map, research, and thinking skills.

12 Central Advisory Council for Education.

13 Michaelis.

14 Bruner.

Structure: the way(s) concepts/ knowledge/skills are related.

15 Michaelis.

16 Franz E. Winkler. Man: The Bridge Between Two Worlds (New York: Harper and Row Publishers, 1960).

17 Michaelis.

18 Thelen.

19 Dana G. Kurfman (Ed) Developing Decision-Making Skills: 47th Yearbook (Washington, DC: National Council for the Social Studies, 1977).

20 James B. Conant. The Education of American Teachers (New York: McGraw-Hill Book Company, 1964).

21 Michaelis.

22 Conant.

23 Thelen.

24 Bruner.

25 Benjamin Bloom on "Cognitive Domain of the Taxonomy of Educational Objectives" in Kurfman. Developing Decision-Making Skills.

26 Laurence Kohlberg, "Moral Education for a Society in Moral Transition," Educational Leadership, 1975.

> The preconventional level of moral development involves reasoning based on consequences of action.
>
> The conventional level of moral development is defined as reasoning based on conformity and loyalty.

27 Michaelis.

APPENDICES FOR TEXT

I. Sample GRADE CLUSTERS

II. Overlapping GRADE CLUSTERS Model

III. Discourse GRADE CLUSTERS Model

IV. Sample Lessons

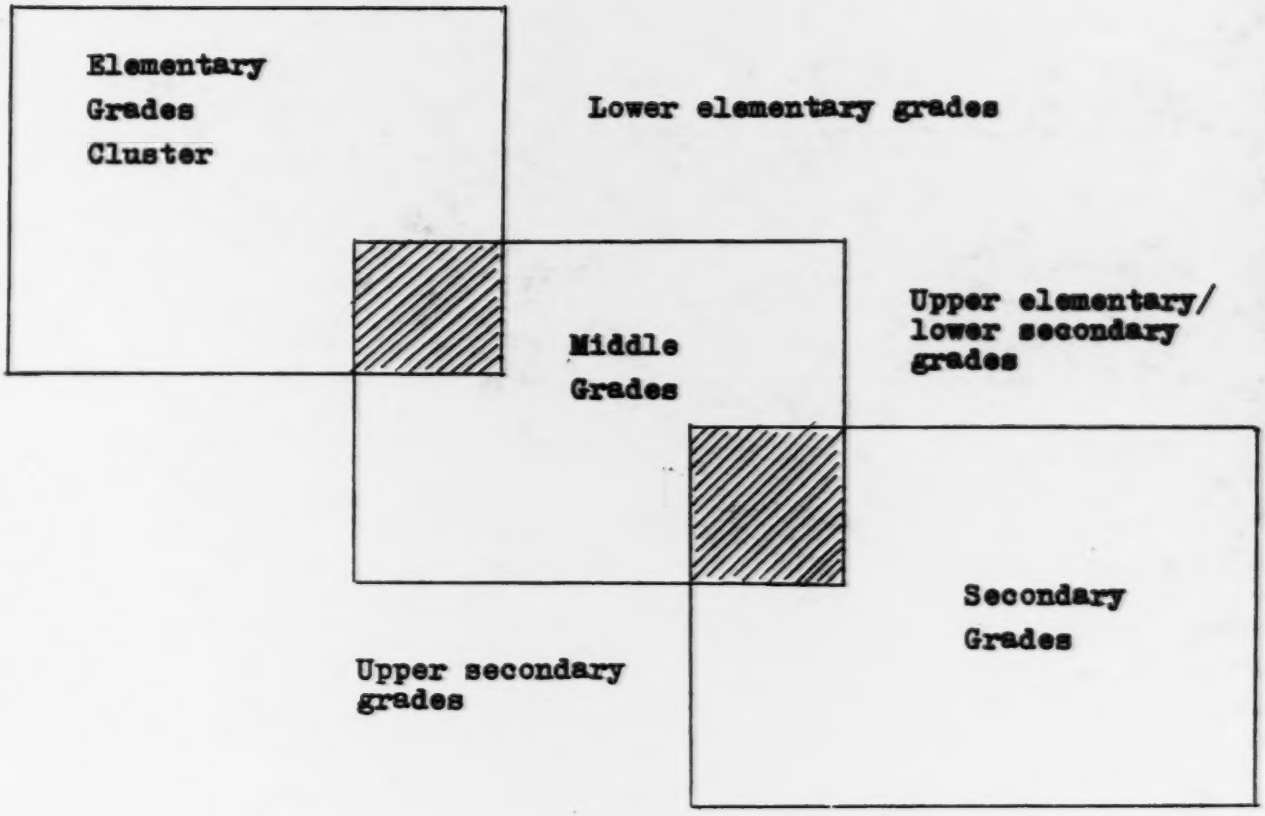
V. Curriculum Comments

VI. Sample Curriculum Design

I. Sample GRADE CLUSTERS

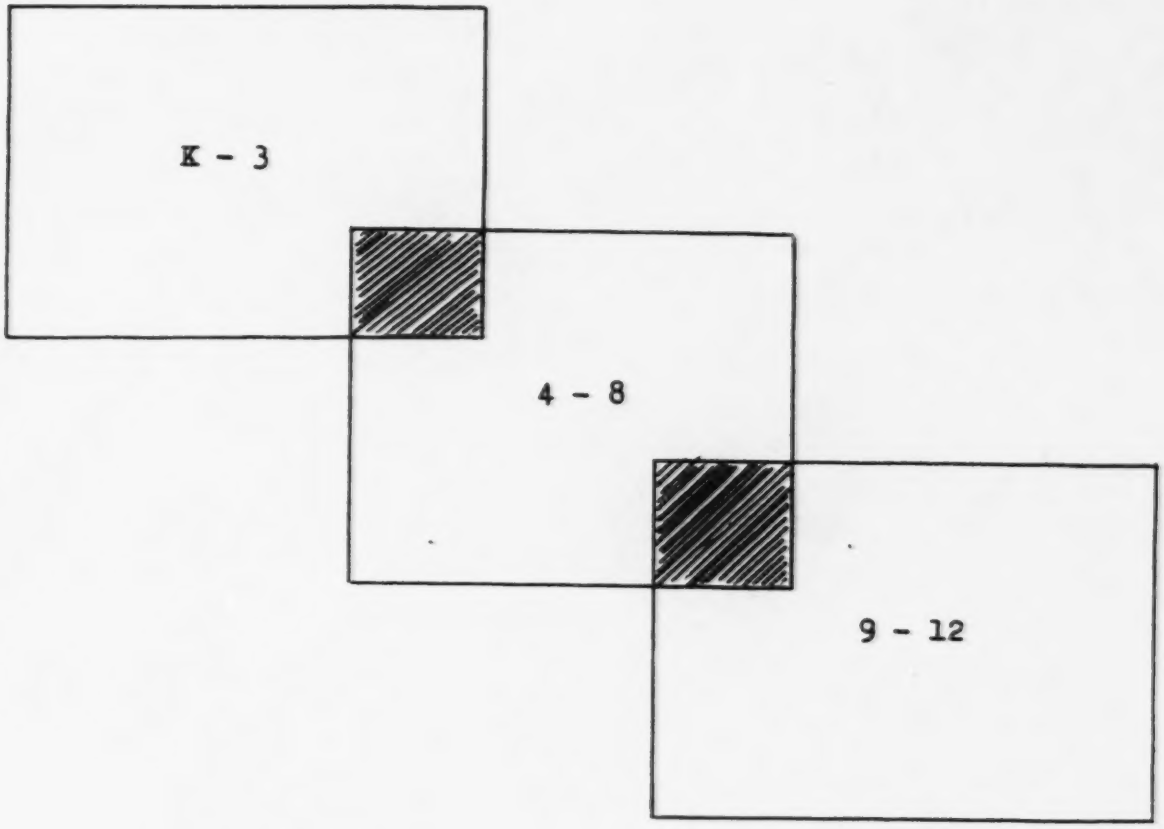
ELEMENTARY GRADES	→	MIDDLE GRADES	→	SECONDARY GRADES
K - 3		4 - 6		7 - 12
K - 3		4 - 8		9 - 12
K - 4		5 - 7		8 - 12
K - 4		5 - 8		9 - 12
K - 5		6 - 8		9 - 12
K - 5		6 - 9		10 - 12
K - 6		7 - 8		9 -12
K - 6		7 - 9		10 - 12

II. Overlapping GRADE CLUSTERS Model



By creating K-12 curricula which overlap from grade cluster to grade cluster, the formal education process provides for an harmonious flow of concepts/content/skills acquisition, application, reinforcement, and refinement.

III. Discourse GRADE CLUSTERS Model



GLOBAL COMMUNITY

Nation-States

To acquaint students with current events in selected nations; sampling typical lifestyles and domestic/ foreign policies.

1. Audiovisual materials (films, filmstrips, slides, and video tapes) are used to introduce/expose students to the natural and social environments of diverse nations.

2. Students use print resource materials (atlases, encyclopedias, maps, and globes) to locate and research nations of individual choice. Class reports are developed.

3. Guest speakers who have lived in or traveled to foreign nations discuss native customs/ lifestyles/economic-political-social conditions.

4. Students read histories and novels about foreign nations. NATIONAL GEOGRAPHIC issues provide a valuable research resource. Reports can be developed.

5. Students create a current events bulletin board for articles from selected nations. News items are discussed/reports can be developed.

6. Students organize and staff a current events newspaper. Reporters use newspaper clippings, radio/television reports, magazine articles to write their stories.

   In some instances, foreign language teachers help student reporters write their stories in native languages.

7. Students produce televised news programs. Role playing studio-based anchorpersons and field-based reporters, programs are video taped and played for the class. Discussions may follow the broadcasts.

8. Students organize and conduct a MODEL UN or some other type of international conference re: current events issues/problems. Students conduct research and role play conference delegates.

Richard Peters, "HELPing Students Perceive the Global Community," Contemporary Education Winter 1985.

CULTURE STUDIES

Life Styles

Families in Foreign Lands

To acquaint students with diverse family structures as well as the functions of the global family unit.

1. **Students are introduced to the concept: FAMILY. What does the family, as a social unit, do for group members? What basic needs of group members are met by the family unit? (EX. companionship, affection/love, shelter, food, attitude/behavior/value development)**

2. **Audiovisual materials (films, filmstrips, slides, and video tapes) are used to introduce/expose students to the function(s)/structure(s) of the family unit in diverse global cultures.**

3. **Students read stories about the function(s) of the family unit in diverse cultures; individual family member roles/responsibilities, status, ownership of property, division-of-labor, decision-making, etc.**

4. **Guest speakers born/raised in diverse cultures discuss families; function/structure/activities.**

5. **Students collect pictures which depict family life around the world. A bulletin board display can be created or students can make a slide/tape presentation.**

6. **Students research family types (e.g., nuclear, extended, conjugal, consanguine) and develop class reports.**

Richard Peters, "The ECO/SOCIAL Approach to Global Education in the Social Studies Curriculum," Southern Social Studies Quarterly Spring 1984.

V. Curriculum Comments

What should constitute a world for learning? How do you go about making this world? (James B. Macdonald)

Curricula are designed so that students may learn. Because the backgrounds of students vary, it is important to diagnose the gaps, deficiencies, and variations in these backgrounds. (Hilda Taba)

Well-designed learning experiences show learners clearly what they are expected to learn, and employ learning tasks that are within the present abilities of students to carry through. As students succeed in their initial activities and gain satisfaction from their efforts, the learning tasks should be increasingly demanding in difficulty or in higher levels of attainment. (Ralph Tyler)

According to Taba, a curriculum design should indicate clearly the bases and provisions for the scope and continuity of learning (sequence).[1] She proposed a curriculum model which includes:

Diagnosis of needs
Formulation of objectives
Selection of content
Organization of content
Selection of learning experiences
Organization of learning experiences
Determining <u>what</u> and <u>how</u> to evaluate.

Curricula must take cognizance of an individual's cognitive profile in terms of materials and presentation. (Charles Letteri)

Selection of good curriculum materials is an important part of the total instructional process. The content and quality of curriculum materials influence not only what students learn but how well they learn it. (Meredith Gall) [2]

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[1] Curriculum design is a statement which identifies the elements of the curriculum, states what their relationships are to each other, and indicate the principles of organization and the requirements of that organization for the administrative conditions under which it is to operate.

Scope is the way of describing what is covered, or what is learned.

Sequence or continuity of learning has two aspects:

vertical progress from one level to another;

relationship(s) between the learnings in various areas of the curriculum which take place at the same time.

[2] The process of adopting curriculum materials involves:

ACCESS	Identifying materials and their sources.
ANALYSIS	Comprehensibility is an important aspect of materials analysis.
	Curriculum materials have a specific intent to facilitate learning.
APPRAISAL	Self-pacing, alternative activities, and content

geared to different interests are the most common ways in which materials can be individualized.

VI. Sample Curriculum Design

In the late-1960s and 1970s, within the field of social studies education, an emphasis was placed on environmental education.

Environmental education programs should attempt to develop and affect the individual's attitudes about and concern for the state of the environment. Attention should be focused on two general areas of environmental problems which affect both the quality and role of human communities in the totality of an ecological system.

> Problems of the natural, physical environment involving aesthetic and physical qualities as well as the quantity of natural resources.
>
> Problems of human-made environments.

Many elementary/middle schools use an expanding horizons instructional approach. It is a strategy which utilizes lifespace settings; natural and social, and provides a natural framework for introducing and developing environmental concepts/knowledge/skills from grade-to-grade. [1]

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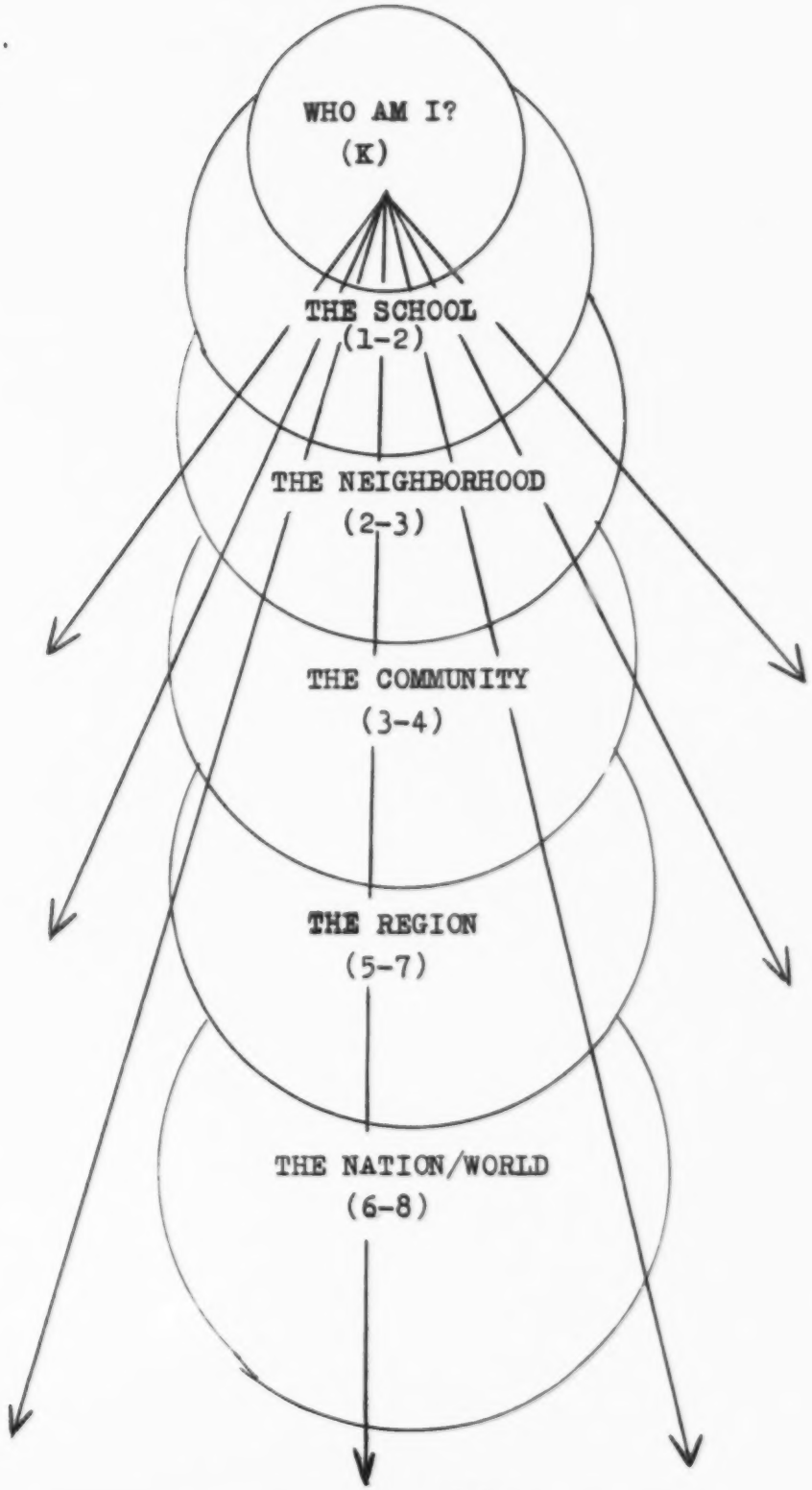
1 Richard O. Peters. How To Teach About Human Beings and Their Environment (Washington, DC: National Council for the Social Studies, 1976).


WHO AM I?
(K)
THE SCHOOL
(1-2)
THE NEIGHBORHOOD
(2-3)
THE COMMUNITY
(3-4)
THE REGION
(5-7)
THE NATION/WORLD
(6-8)